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PRACTICAL HELPS FOR KINDERGARTEN TEACHERS.
ALASKA STATE DEPT. OF EDUCATION, JUNEAU

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THIS BOOKLET IS A GUIDE FOR KINDERGARTEN TEACHERS. DISCUSSED ARE THE ROLE OF THE KINDERGARTEN TEACHER, KINDERGARTEN PHILOSOPHY AND OBJECTIVES, INFORMATION TO THE PARENTS OF KINDERGARTEN CHILDREN, PARENT-TEACHER CONFERENCES, SCIENCE EXPERIENCES, ACTIVITIES, AND EXPERIMENTS, NUMBER ACTIVITIES, GAMES, FINGER PLAYS, AND CHORAL SPEAKING. ALSO PRESENTED ARE UNITS OF STUDY, A DAILY PROGRAM AND EQUIPMENT, SUPPLIES, RECORDS, BOOKS, AUDIOVISUAL MATERIALS, AND REFERENCE MATERIALS. (RB)

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PRACTICAL HELPS FOR KINDERGARTEN TEACHERS

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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PRACTICAL HELPS FOR KINDERGARTEN TEACHERS

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I

WHAT IS A KINDERGARTEN TEACHER?

She is a person who guides one of the greatest adjustments any individual can make in his lifetime--that from the home to the school, from the first security the child has known to a series of new surroudings and conditions. She lays the foundations for all future education.

She is a person who needs, and has acquired, a large body of educational knowledge. She knows how children grow and learn and plans within a framework of that knowledge She understands that children learn from manipulation, exploration, investigation, problem solving and experience.

She is a person who uses a variety of teaching techniques: the activity approach; individualized instruction; subgroup project; role-playing--yes, even the lecture method. The kindergarten teacher does not become committed to any one teaching procedure because she is sensitive to the great diversity in children's needs, interests and abilities. For that reason, some of the best teaching in the Nation's schools goes on in the kindergarten.

She is a person who sees the teaching possibilities in a vast array of materials--string, sand, rope, water, egg-beater, old teakettle and funnel; paper, cardboard and clay. She knows how to improvise "on the spot" from materials at hand.

She is a person who has a keen appreciation of the role of emotions in learning. She can create a calm, relaxed atmosphere. She helps free children from strain of competition; helps guard against fatigue and overstimulation by pacing activities during the day; helps children gain confidence in themselves; tries to meet situations with honesty and fairness to all. She keeps promises, shows sincere desire to help and demonstrates that she is dependable. She sets limits and establishes clear understanding of acceptable behavior.

She is science instructor. She is curator of a museum such as can only be assembled by five-year-olds to whom a shell or a piece of quartz are worlds of wonder. She is keeper of a zoo, which may include a rabbit, a snail, a snake, hamster or a baby chick. She is planner of cities, constructed of hollow blocks and discarded crates.

She is stage manager, director of dramatics, choreographer. She is teacher of art, music, and songs--and the songs she teaches the youngsters provide a unity to generations of Americans. She is story-teller and story creator. She is disk jockey of fine music.

She is a teacher whose pupils are no less important and whose needs are no less complex than those of teachers in high schools, colleges and universities. As the first person a child meets along that cooperative continuum of directed experiences known as education--the kindergarten teacher may well be the most important.

-Author Unknown

II

KINDERGARTEN PHILOSOPHY

Kindergarten is the first year of a child's school life. When the child enters Kindergarten, he comes not only to begin to learn the 3 R's, but to build habits and share experiences which will help him to learn the skills when he has matured and is old enough to do so.

The child's mental, physical, and emotional well-being should be the teacher's first concern. His purposeful and happy reactions to all thinking, speaking, and doing activities should be a major objective of this period in his school life.

Recognizing individual differences in ability and maturity, the kindergarten teacher must challenge each child to grow as much as he is able.

A relaxed atmosphere provides the emotional climate conducive to learning; however, children are happier and more secure with some limitations than with complete freedom.

III

TO THE PARENTS OF THE CHILD IN KINDERGARTEN

This booklet is intended to answer some of the questions you may have in regard to kindergarten. We feel that the better you are acquainted with your child's school life, the more you can help him adjust to the kindergarten program.

WHAT IS KINDERGARTEN?

Kindergarten is the first year of a child's school life. When your child enters kindergarten, he comes not only to begin to learn the 3 R's, but to build habits and share experiences which will help him to learn the skills when he is old enough to do so. In kindergarten your child learns to get along with other children and his teacher. He will improve in physical coordination. He will learn to work and play in a group and to wait his turn when many want to use the same apparatus or tool. He will learn to follow simple and reasonable directions, to share common property, and to tell about his experiences before a group.

Kindergarten is not a play situation to the kindergarten child. It is a serious learning situation, where the child is developing desirable habits and concepts which will develop readiness for more advanced learning as he matures.

REGISTRATION AND WITHDRAWALS

To enter Kindergarten in Alaska, a child must be five years old on

or before November 1st. Before he is admitted to a class, he must present a birth certificate and be registered at a school office.

Please notify the teacher a week in advance if you plan to move out of the school district. This will give her time to prepare the necessary records.

SCHOOL AND HOME WORK TOGETHER

The child begins his education where he is born. He learns many things before he comes to school. You are responsible for these things and many others even while he is in school. His health, his character, his social traits, are the joint concern of school and home; therefore, it is important that the home and school work together.

Your child's teacher is willing to discuss problems with you. Feel free to come to, or to call the school for help or information. You are welcome to visit class whenever you wish.

HOW YOU CAN PREPARE YOUR CHILD

Before you send your child to school there are many ways to prepare him. Take him on trips; encourage him to be with and talk to other people; read to him so he will know how to listen; show him pictures and explain things to him; and be patient with his questions.

Your child should have regular habits, especially a regular time to go to bed and to get up. He should sleep eleven to twelve hours a night since insufficient sleep often makes children upset, nervous and irritable. He should have plenty of time to wash and to dress properly,

to comb his hair, to have a warm meal, to go to the toilet and to brush his teeth before coming to school.

On the first day the parents will visit the teacher and the room where the child will spend the year. If your child is unsure about school, "babying" him only makes the school adjustment harder. Remember he is left in experienced, safe, and sympathetic hands.

Regularity of attendance is important to your child. He will learn that school is his "JOB" and that it is important. In case of absence, you are requested to send a written excuse with the reason for his absence.

CAN YOUR CHILD

Speak plainly?
Finish what he starts?
Follow simple directions?
Tie his shoes?
Put on rubbers and boots?
Button or zip his coat?
Take off and put on all wraps?
Hang them where they belong?
Go to the toilet by himself?
Wash his hands afterwards?
Keep things out of his mouth?
Use a Kleenex or handkerchief?
Take only his share of time and attention?
Refrain from crying over trifles?
Tell his name, his father's name, and house number?

IS YOUR CHILD

Thoughtful of others?
Cheerful?
Obedient?
Polite in manner and speech?
Eager to learn new things?

IS YOUR CHILD (continued)

Friendly, willing to take turns?
Helpful to others?
Able to work and play with others?

MOTHER CAN HELP ME!

Teach me to tie my shoes.
Teach me to put on my own wraps and to button or zip my coat.
Buy rubbers, and boots large enough so I can put them on myself.
Permanently mark my name in my rubbers, boots, hat, mittens and scarfs.

HEALTH INFORMATION

The school makes every effort to control disease. Any child showing symptoms of illness receives immediate attention. If your child is sent home, do not be offended but watch him and see that he is given proper attention. Children should not be in school if any of the following symptoms are apparent:

1. Acute cold.
2. Sore throat or earache.
3. Swollen glands.
4. Discharging nose.
5. Skin eruption or rash.
6. Temperature elevation.
7. Signs of listlessness, weakness, drowsiness, flushed skin, or headache.
8. Any contagious condition.

PROGRAM

The daily routine of the kindergarten, while not rigid, is based upon principles that are conducive to healthy development in the growing child. Active play alternates with quiet occupations, and play and work, with rest. The child is not kept so long at one occupation that he

becomes tired or unhappy. He is not kept quiet when he needs to work off his energy, nor is he allowed to be active to the point of becoming over tired. He has a chance to use his large muscles in games and other activities and thus gain improved control over them; he has opportunities to use small muscles in painting, drawing, modeling and similar activities. At sharing time, he develops ability to talk and listen as he and his classmates report outside experiences, news or talk about some valued possession which may or may not actually be shown to the group. He is given some guidance on good diet and eating habits. In short, the activities typical of the kindergarten day enhance both his mental and physical well-being.

THE THREE R'S

It is not necessary for you to teach your child the ABC's. If your child shows a desire to learn to print his name, please use the manuscript alphabet that follows.

Use a capital letter for the initial letter and small letters for the rest of the name. Alice

The manuscript alphabet is easy to master and will become a link with his first grade experience. The following gives you the manuscript alphabet that should be used.

MANUSCRIPT ALPHABET

Aa Bb Cc Dd

Ee Ff Gg Hh Ii

Jj Kk Ll Mm

Nn Oo Pp Qq

Rr Ss Tt Uu Vv

Ww Xx Yy Zz

REPORTS AND CONFERENCES

Both parents and teachers are vitally interested in kindergarten children, and should work together to obtain the optimum development of each child. By putting together what they know, parents and teachers each achieve a more complete understanding of the child.[1]

At least one parent-teacher conference a year is recommended and more, if needed. At this time the child's progress report and samples of his work are discussed.

The first conference may be characterized as a Get-Acquainted Conference, and teachers must give thought to what they wish to learn from parents.

The health history is a good spot to begin as you learn about the physical development of the child, you will learn also something about the mother's attitude toward him, his status in the family, and the parents' expectations as well as some measure of their enlightenment about child development. Teachers do a lot of listening.[2]

The first conference will be geared to relating the child's progress in the kindergarten program at his level of development. He is not rated except in relation to his own growth pattern. Later in the year, of course, attention is given to his total readiness for first grade.

At the end of the school year, the progress report will be given to the child.

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1 Living In The Kindergarten, Wills-Stegman, Follett
2 Kindergarten Guidebook, 1960, Colorado State Department of Education

IV

SAMPLE CONFERENCE NOTES

Dear Parents,

Parent-Teacher conferences are now being scheduled. These will be of approximately fifteen minutes duration.

You will be notified several days preceding your scheduled time. If it is impossible for you to attend on your assigned day, please notify the teacher and another time will be arranged.

Either parent, or both parents, are asked to attend conferences. Your kindergartner should not accompany you.

The Kindergarten Teachers

Please check the time of day you prefer for your conference.

8:30 - 9:00 A.M. _____
12:00 - 12:30 P.M. _____
3:00 - 4:00 P.M. _____

Signed: _____
(Fasten to your child)

Dear Parent,

Your scheduled conference is 8:30-8:45 _____ Date _____

Signed: _____

SUGGESTED DAILY PROGRAM

Time	Min	
9:30	5	Opening Period Roll Pledge Patriotic Song Check Calendar
9:35	10	Show and Tell Period (2 days a week) Activities for the other three days may include: 1. Finger Plays 2. Flannel Board 3. Dramatization 4. Science Projects 5. Songs 6. Story 7. Choral Reading 8. Informal Numbers (This period should include the 15 minute Readiness Period during the first 12 weeks)
9:45	15	Readiness Period (after 2nd 6 weeks) Number Readiness (2 days a week) Weekly Surprise (1 day) Picture Stories (2 days a week)
10:00	20	Music and Games
10:20	10	Lavatory Cookie Rest
10:30	30	Free Time or Art Project Blocks Pegs Beads Puzzle Clay Toys Housekeeping Hammer and Nail Paint
11:00	15	Story Time, Film Strip or Game (If time permits)
11:15	15	Put on Wraps and Line Up

11:30 Dismiss

Program must be flexible enough to adjust to lavatory period as scheduled. Evaluation comes during and following activities.

VI

SUGGESTED UNITS

These are some suggested units that may be used during the year. Other units may be substituted or added at the teacher's discretion. Health, numbers, science, safety and manners are topics included in each.

September	Autumn	Colors
	Family	Pets
	Fire Prevention	
October	Wild Animals Prepare for Winter	
	Columbus Day	
	Halloween	
	Alaska Day	
November	Indians	Thanksgiving
December	Health	Manners
	Christmas	
January	Winter	Alaska
	Eskimos	
February	Lincoln	Washington
	Valentines Day	Community Helpers
March	Community Helpers (continued)	
	St. Patrick's Day	
	Transportation	
April	Easter	
	Spring	
	Farm	
May	Zoo	
	Circus	

VII

BROAD OBJECTIVES FOR KINDERGARTEN [1]

KINDERGARTEN ARITHMETIC OBJECTIVES

Count by rote to 12

Develop number consciousness

Develop understanding of terms such as:

Size:	short, tall, big, little, medium, large
Quantity:	few, many, empty, full, more, less, all, part
Distance:	long, short, near, far, far away, close by
Position:	up, down, over, under, right, left, first, second, third
Form:	edge, corner, circle, square, triangle, middle, center, end
Time:	today, tomorrow, yesterday, morning, noon, afternoon, night, day, month

Develop awareness of the means for measuring time, weight, length, quantity and money

Recognize number of objects in a group, size of groups as to larger or smaller and recognize groups of 2, 3, 4, and 5.

KINDERGARTEN LANGUAGE ARTS OBJECTIVES (About two hours including rest period) No specific time for each area, but daily program should include manipulating activities, listening and speaking experiences.

Listening:

Be attentive and courteous when listening

Understand and follow simple one-step oral directions

Reading:

Learn to dictate and help build experience stories, captions for pictures, invitations, thank you, get well and happy birthday notes

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1 Elementary Course of Study Scope and Sequence - Alaska State Department of Education

Reading (continued)

Develop background and readiness for reading by broadening speaking vocabulary and auditory and visual discrimination.

Feel secure in the group with interest in books and desire to read

Recognize printed symbols have meaning as sources of information and pleasure

Establish habit of looking at succession of items from left to right

Develop an interest and desire to learn to read

Speaking:

Present ideas in sentences about stories and pictures, in dramatization and in other activities

Know own name, that of parents or guardian and street address; be able to identify home and other places in community

Develop a functional school vocabulary

Handwriting:

Develop readiness for writing by using crayons, chalk, pencils, scissors and paint brushes

Learn to write first name in manuscript with first letter only capitalized

KINDERGARTEN SOCIAL STUDIES, SCIENCE AND HEALTH OBJECTIVES

Home and School

Develop awareness that dwellings are of different materials and families are of different sizes

Develop awareness of personal property and responsibility to others

Develop ability to cooperate and have fun with others

Home and School (continued)

Understand means of travel common to Alaska

Develop awareness of conservation by practicing careful use of supplies, materials and resources

Develop appreciation for pets and other living things

Develop awareness of things in nature

Develop understanding that certain days have special meaning

Develop interest in school building and grounds

Develop awareness of our national and state symbols

Develop concern for safety of himself and others

Understand purpose for fire drills and civilian defense exercises

Develop awareness of simple practices of personal health and cleanliness

Develop muscular dexterity through participation in planned activities

KINDERGARTEN ART OBJECTIVES

Learn to experiment and manipulate materials in creating for his own enjoyment

Develop awareness and enjoyment for color

Develop satisfaction and confidence in ability to express himself using a variety of basic materials such as: clay, dyes, yarn, thread, sand, wood, and cloth

Develop ability to share materials and ideas

Develop respect for work and effort of others

Develop respect for tools and materials

KINDERGARTEN MUSIC OBJECTIVES

Enjoy singing

Use correct singing habits

Begin a singing repertoire

Match single tones

Develop a feeling for rhythm, coordination and grace

Enjoy listening to a variety of good music

Cultivate the habit of careful attention

Create singing sentences and nursery rhyme tunes

Express creative ideas and moods

KINDERGARTEN PHYSICAL EDUCATION OBJECTIVES (50-100 minutes per week)

Develop physical fitness and good posture through a variety of physical activities

Develop ability to perform basic skills such as: skipping, running, hopping, jumping and climbing

Develop ability to bounce, throw, kick and catch a ball

Develop coordination through participation in rhythms, dances, singing games and stunts

Develop play skills, creative activity and dramatic ability by mimetics

Participate in games of simple organization suitable for both directed and free play

Develop qualities essential to group living and play such as fairness, courtesy, cooperation, friendliness and respect for leadership

Develop appreciation for wholesome associations and recreation through small and large group game

KINDERGARTEN PHYSICAL EDUCATION OBJECTIVES (continued)

Develop an understanding of the part sleep, rest, proper food, fresh air, cleanliness and exercise play in making a healthy body.

Develop the ability to secure release from tensions through physical activities

Develop safety habits and skills for the protection of self and others

VIII

SCIENCE EXPERIENCES AND ACTIVITIES

Science is of great interest to children. They are intensely interested in their immediate environment. Many of the activities suggested in this outline emphasize direct observation. Science understandings may be developed (1) during the day as a part of sharing, news, evaluations, music and study trips, and (2) as planned science lessons. Both planned and incidental experiences will occur and provide opportunities for science activities far beyond these suggestions.

The understandings and activities suggested in this bulletin may be used at the teacher's discretion.

The following suggested activities can be considered as science if they develop observation, understanding, and cause and effect relationship:

Collecting leaves and flowers - pressing, mounting
Collecting seeds
Planting seeds
Caring for plants
Watching a terrarium grow
Collecting shells
Collecting samples of earth
Caring for pets
Preparing an aquarium
Watching thermometer
Observing the weather
Playing with pin wheels
Flying simple kites
Observing flights of airplanes
Flying paper airplanes
Listening to sounds

Playing with shadows
Watching reflections
Using magnets
Using magnifying glass
Blowing soap bubbles
Learning that air is real
Cooking food
Boiling water
Water play - floating and sinking objects
Feeding birds at feeding stations
Watching salt, sugar, and soap disappear in water
Watching machines
Balancing blocks
Hammering a nail to make it go straight

THE WEATHER

Air

Activities:

Light a candle. Put a glass over it and watch what happens.

Put Kleenex in a glass and plunge straight down into a bowl of water. Pull out. Kleenex remains dry.

Punch a hole in a can of tomato juice. Air is not going in. Juice is not coming out. Punch a second hole in the can. Air goes in and juice comes out.

Understandings:

Air is all around us.

Air takes up space.

Warm air goes up.

You cannot see, smell, or taste air.

People breathe air.

Plants breathe air through holes in their leaves.

Wind

Activities:

Wind (continued)

Make a fan and fan yourself.

Make a pinwheel. Blow on it, or hold it in an open window. Discuss windmills and other uses of wind and air. Feel wind push against you.

Wet two pieces of cloth. Hang one in front of an electric fan. Which one dries faster?

Watch the flag. Which way is the wind blowing?

Understandings:

Wind is moving air.

Wind makes things dry faster.

Wind carries water away.

Wind lifts kites and helps airplanes fly.

Wind cools things.

Wind moves sailboats.

Wind carries seeds of plants.

Strong wind can damage things.

A hurricane is a big wind storm. It comes over water. Sometimes it blows 100 miles per hour.

Cyclones and tornadoes are wind storms. They are caused by hot and cold air coming together. They are smaller than a hurricane. Children may bring this up when discussing storms or when there has been a tornado in the news.

Sun

Activities:

Use pictures of hot and cold countries showing differences in climate.

Make shadows on the playground.

Make shadow pictures with a flashlight.

Sun (continued)

Activities (continued)

Hold various large objects in the sun, such as yard stick, boxes, a book. Observe the shadow each makes. Remove the object; observe that the shadow disappears. Also have children stand in the sun and observe their shadows, and its movement with them.

Place a piece of white butcher paper in the sun. Drive a stick into the ground through the paper. From time to time mark the shadow's length and its changing position. Use large sheet of paper to trace the shadow of one child, once as the session begins, once more as the session ends. Observe the difference in the size of the shadow.

Discuss the difference in the appearance of the sky, noting the clouds. Change from "cloudy day" to "sunny day". Make weather chart, observe daily weather conditions.

Discuss light which is not sunlight, electric, candle, flashlight, and the like.

Place two bowls of water outside. One should be in the sun and one in the shade. After an hour or so, check the temperature of the two bowls.

Place two wet sponges outside to dry. Put one in the sun and the other in the shade. See which one dries first.

Plant two bulbs. Water both bulbs. Keep a box over one; let the other have sunshine. See what happens.

Discuss pictures of the sun as illustrated in various books the children use. Ask the children to name some common objects which have the same shape as the sun. (Orange, ball)

On a sunny day take the children for a walk to find out what things cast shadows (trees, houses, poles, their bodies). Play shadow tag. Trace the outline of another child's shadow or shadows cast by various objects. This may be done indoors or outdoors.

Children may also make illustrations to show scenes with shadows based on their walk. Include the sun, the object, and the shadow.

Sun (continued)

Activities (continued)

Take the children outdoors on an overcast day, and try to find some shadows.

Take children to a shady spot, then out into the sunlight. Ask them what difference they feel. Children will also recall experiences walking barefoot on hot sunlit surfaces (sand at beach), and going into a car which has been standing in sunlight.

Have the children feel and compare sidewalks, soil, iron fences, which are partly in the sunshine, partly in the shade.

Suggest that the children look up at the sky for several nights to see what is in the sky after the sun sets. Have them share their experiences with the class. Have the children make pictures to show how the moon and stars appear to them in the night sky.

Understandings:

The sun is closer to some parts of the earth.

Some places are always hot.

Some places are always cold.

Light comes from the sun.

We have shadows when we cut off the light.

Heat comes from the sun.

The sun is very large and very far away.

The sun helps to dry things.

The sun helps plants to grow.

The sun is round.

When some things come between the sun and earth, they make shadows.

On cloudy days there are dim shadows or no shadows at all.

Sun (continued)

Understandings (continued)

Things in the sunshine are usually warmer than the same things in the shade.

When the sun sets, the sky darkens and night begins.

The moon and stars may be seen at night.

The position of shadows changes with the sun's position.

On cloudy days the light of the sun comes through the clouds.

When it grows dark we turn on the light.

Water

Clouds

Activities:

Observe how clouds change shape.

Discuss where the sun is when it is cloudy.

Hold a paper in the shape of a cloud in front of the sun. Observe the shadow it casts.

Understandings:

There is water vapor in clouds.

Clouds have different sizes and shapes.

Clouds sometimes cover the sky completely.

Rain

Activities:

Bring in two house plants. Water one of them. Wait a few days and examine both plants. Water the wilted plant and see what happens.

Water (continued)

Rain (continued)

Understandings:

Rain is water falling from clouds.

Rain washes the air.

Rain makes things grow.

Rain makes the creeks and rivers.

Fog

Activities:

Making fog - Pour a glass of hot water into a milk bottle. Place a piece of ice on top. Hold the bottle in front of a strong light and watch closely. The warm, damp air rises. It meets the cool air under the ice and tiny drops of warm water in the damp air are cooled. When the warm moist air meets the ice, fog is formed.

Observe the fog that forms when your warm breath meets cold air.

Understandings:

Fog is an earth cloud.

The air is heavy with water vapor.

Hot sun will clear the air.

It is hard to see through fog.

Frost

Activities:

Observe frost on bushes in winter.

Understandings:

When the temperature is below freezing, the dew becomes frost.

Water (continued)

Snow

Activities:

Observe mountains for snow fall.

Observe snowflakes through magnifying glass.

Take a clean jar and fill with clean snow. Place on the radiator and let snow melt. Set the jar on a white paper and observe dirt in the water.

Place the jar outside and let the melted snow freeze.

Understandings:

Snow is made in high clouds.

Many bits of ice come together to make a snowflake.

It is made of air and ice.

A snowflake always has six sides.

Snow is not clean.

Snow will melt and can be frozen again.

THE SEASONS

Fall

Activities:

Discussion.

Observe and gather leaves.

Observe changes in plants.

Make a weather calendar.

Understandings:

The weather is getting cooler.

Fall (continued)

Understandings: (continued)

The days are getting shorter.

The sun shines fewer hours each day.

The cooler weather makes plants grow more slowly.

People wear different kinds of clothing when the weather changes.

Winter

Activities:

Introduce the thermometer. Place a thermometer outdoors. Bring indoors, compare reading with the thermometer indoors.

Put some hot water in two jars. Wrap one in a woolen scarf or sweater. Put both outside. After an hour, check the temperature of both jars.

Place a pan of sand outside in the rain, to show how it will absorb water.

Observe frost on the ground and house tops.

Observe frost on a refrigerator unit.

Observe clouds.

Observe dead flowers in yards.

Observe trees without leaves.

Discuss evergreens.

Understandings:

Winter is cold.

Winter is the time to dress warmly.

Rain sometimes comes in winter.

Winter (continued)

Understandings: (continued)

Winter is frosty.

Winter days are gray.

Winter is the time of rest in nature.

Spring

Activities:

Take a walk and observe - buds or blossoms on trees and pussywillows.

Plant seeds in milk cartons or egg shells. Nasturtiums, morning glories and beans germinate quickly.

Plant seeds in glass container. Watch for the roots to sprout.

Draw around a child's shadow on a sunny day.

Understandings:

Spring is the time of new life in nature.

Weather is changeable in the spring.

Summer

Activities:

Use the thermometer to check the weather temperature on a warm day. Compare this with what it was on a cold day.

Observe robins, geese and blue jays.

Demonstrate how plants drink water. Use white daisies, or calla lillies. Let the stems stand in colored water. Watch the color change and trace the colored water through the stem and flowers.

Summer (continued)

Understandings: (continued)

Summer is warm.

The days are long.

Children have fun in summer.

Children wear fewer clothes.

MAGNETS AND ELECTRICITY

Where have you seen magnets used?

Activities:

Have the children bring in and demonstrate magnetic toys and games. They should also observe, discuss and, if possible, use such objects as magnetic mathematics boards, can openers, pot holders, trays for dashboards in cars, and magnets used to pick up hair pins.

Tie string to ruler and magnet. Play "fish bowl" game, naming objects. Observe which ones can be "fished out", which ones are not attracted.

Make a small wooden boat about 2" x 3" using metal somewhere (a nail for the mast or small nails for the "railing"). Use magnet to move boat across a pan of water; notice that the magnet need not touch the metal in order to move it.

Place bar magnet under a sheet of paper or glass. Spread top of paper with iron filings and move magnet underneath. Observe the movement of the filings.

Understandings:

Magnets pick up some things.

Magnets stick to some things.

Magnets pull some things.

Where have you seen magnets used? (continued)

Understandings: (continued)

Magnetism goes through some materials.

What will magnets pick up?

Activities:

Have the children try bits of paper, buttons, paper clips, nails, iron and brass keys, wood, rubber, plastic and other objects which they may suggest. They may divide these into two groups labeled YES and NO. NOTE: The common objects picked up by magnets contain iron. Children at first may say metal, but as they experiment they discover that not all metals are attracted to the magnet. This may be a good opportunity to have the children recognize iron, aluminum, copper and silver by using such things as iron, nails, aluminum pie plates, copper pennies and silver coins. It is not necessary to distinguish between iron and steel at this level.

Understandings:

A magnet picks up some things, but not others.

The things a magnet picks up have iron in them.

Can magnets be used to separate things?

Activities:

Mix paper clips with buttons. Use a magnet to separate the two.

The children try to pick up clips, using various parts of the magnet.

Understandings:

A magnet can be used to remove iron objects from a mixture.

A magnet is stronger at its ends.

Are some magnets stronger than others?

Activities:

Dip each magnet into a pile of paper clips. Children may determine their relative strength by the size of the cluster or by the "one for one" matching technique. Another way of comparing strengths is to see which magnet holds the longest chain.

Understandings:

Some magnets are stronger than others.

How can we make a boat move with a magnet?

Activities:

Make a fleet of boats with "bobby"pins, large corks split in half and paper. Make the boats go by moving a magnet near them. Have a race between boats in the "flotilla".

Understandings:

A magnet can move a toy boat if the boat has iron in it.

Can magnets attract through various substances?

Activities:

Put some steel thumbtacks on a shoebox cover; move a magnet under the cover.

Hold a magnet on the outside of an empty drinking glass in which several clips have been placed; move the magnet around the glass.

Place paper clips in a tumbler of water; immerse a magnet near the clips.

Float several corks bearing thumb tacks on the lower surface in about one inch of water, using a shallow plastic tray; move a magnet near the tray.

Understandings:

Magnets can act through cardboard, glass, plastic, and water.

What things in our school are worked by electricity?

Activities:

Children look around the room and also take a trip through the building to discover electrical devices. Where possible, observe the wires leading to the devices.

Ask the custodian to help. The following are some electrical devices that may be observed: overhead light fixtures, desk lamps, electric mimeograph machines, hot plates, all kinds of projection machines, tape recorders, intercoms, record players, radios, or any other devices where the cords are seen.

Understandings:

Many things in our building are worked by electricity.

Electricity goes through wires.

Electricity gives us light.

Electricity makes things move.

Electricity makes the bells ring.

Electricity makes radios, television, moving picture projectors and record players work.

Electric appliances should be plugged in by grown-ups.

What things in your kitchen are worked by electricity?

Activities:

Ask children to observe the electrical devices in their kitchens and tell about them the next day. The following are typical:

Electricity helps keep food cold, cook it, chop and mix it.

Electricity helps us light up the room, run clocks, toast our bread, iron our clothes.

Understandings:

We use electricity to do many jobs for us.

What toys are worked by electricity?

Activities:

Have children bring to school and display any battery-operated electrical toys they may have such as: electrical telephones, trucks, cars, tractors, toys with lights, robots or fans and vacuum cleaners. If possible, have children discover the source of electricity (dry cell) and what the electricity does in each toy.

Understandings:

In many toys the electricity comes from a dry cell.

Electricity makes the toys light up, move and make sounds.

PLANTS AND ANIMALS

Where do we find plants in our neighborhood?

Activities:

Ask children where they have seen plants growing in the neighborhood. Take a walk to see these. A garden or park is good; a vacant lot or a street will do. Observe trees on the street, grass or other plants growing in crevices in sidewalks, vines on buildings, plants in window boxes, flowers and growing plants in florists' windows.

Understandings:

Plants grow in many places in our neighborhood.

Many kinds of plants are grown in our neighborhood.

Why do we plant trees on streets?

Activities:

On a warm day, walk on one street shaded by trees and then on another which has no trees. Ask the children to compare the two streets.

Why do we plant trees on streets? (continued)

Understandings:

In hot weather, we feel cooler on tree-shaded streets.

Trees make our streets more beautiful.

Trees on our streets are grown for their shade and beauty.

What fruits and vegetables can we find in the market?

Activities:

Take the children to a fruit and vegetable market. Encourage them to point out and name the vegetables and fruits they like to eat. Ask them how these foods are prepared for eating. Buy some vegetables. In the classroom, wash them thoroughly and allow the children to taste them. Cook some of the raw vegetables and have the children taste them again.

Understandings:

People use parts of some plants for food.

Some vegetables must be cooked; some are eaten raw; some are eaten either way.

What happens to the leaves after they fall from trees?

Activities:

Take the class for a walk in the autumn. Let the children walk through dry leaves and note their sound, color and odor. They will note that some leaves are crumbling into small pieces, some are caught under bushes, some have been carried along to the sewer gratings. They may see some home owners piling leaves in heaps.

Understandings:

Some leaves change color in the autumn.

Some trees lose their leaves during the autumn.

Leaves fall apart after they drop off and rot to become part of the soil.

What happens to "our tree" throughout the year?

Activities:

"Adopt" a tree near the school. Do this in September; the children will then see a complete seasonal cycle during the school year. Visit the tree regularly to watch its changes.

What is the name of the tree? Where is it growing? What shape are its leaves? Do insects feed on them? What color are the leaves in the autumn? When do they fall? What happens to the leaves that fall? Can you see any seeds on the tree? What becomes of its seeds? What birds nest in the tree? What insects live in the tree? What do they do to it? What color is its bark? Is its bark rough or smooth? How is our tree affected by rain, snow or ice? What happens to it during a dry spell? Are there buds on the tree in winter? What happens to its buds in the spring? When do the leaves come out? What color are the flowers? How much shade does it give? Is it cooler under the tree than outside its shade?

Understandings:

Our tree changes with the seasons.

Our tree is different from other trees.

Our tree supplies protection and homesites for some birds.

Some insects live in the bark of trees.

Some insects eat the leaves of trees.

Our tree is alive in the winter even though it has no leaves.

On a hot sunny day, we feel cooler in the shade of a tree.

Seeds of our tree may travel to other places.

What can we do with leaves in autumn?

Activities:

Have the children collect different kinds of leaves,

What can we do with leaves in autumn? (continued)

Activities: (continued)

examine them and note their color, odor, texture, shape and size.

Scuff through fallen leaves in autumn and hear the crunchy, crackling sounds.

Make leaf prints with blueprint paper, spatter paint, or plaster of paris. Press the leaves between sheets of newspaper weighed down with heavy books. When the leaves are dry, mount them on paper with strips of masking or cellophane tape.

Understandings:

Leaves vary in size, shape, color and in the way they feel.

How many different kinds of seeds can we find?

Activities:

In autumn, ask the children to drag a piece of woolen cloth across the plants in a field or lot. Many seeds will cling to it. Pull the seeds out of the cloth to see the many varieties caught. Pull apart a button ball or seed-head of Queen Anne's lace.

Examine common seeds found in the home such as corn, peas, lima beans, sunflower seeds and others. Also observe seeds in common fruits such as tomatoes, apples and melons.

Make an exhibit of seeds collected by the children. Have them suggest ways of grouping them - by color, taste, size, etc.

Understandings:

Seeds come from plants.

There are many kinds of seeds.

Each plant produces its own kind of seeds.

How many different kinds of seeds can we find? (continued)

Understandings: (continued)

Seeds come in many shapes, sizes and colors.

We eat some kinds of seeds.

Why do we use evergreens as holiday trees and wreaths?

Activities:

Children may bring small samples of evergreens, such as spruce, cedar, balsam fir, holly and pine to class during the holiday season. Let the children smell them, noting their fragrance. Have them feel the prickly pointed needles of spruce, the soft needles of fir, the long needles of pines, and sharp points of holly leaves. Look for seeds in cones and holly berries. Some children may identify the evergreens, but this should not be required.

Understandings:

Some trees stay green all winter.

There are many kinds of evergreens.

Some evergreen trees have cones and some have berries.

Cones and berries contain the seeds of the trees.

Some evergreens have their own special odors.

Do trees stay alive in the winter?

Activities:

Children may wonder whether a leafless tree is dead. They should examine twigs and note the buds.

In February or March obtain pussywillow and forsythia branches. Place them in water. Look at the winter buds, then watch them from day to day as they open to produce leaves or flowers.

Do trees stay alive in the winter? (continued)

Understandings:

Trees live through the winter.

Buds are alive and will open in the spring.

We can make some buds open earlier by bringing twigs indoors and placing them in water.

Different plants come from different seeds.

Activities:

Moisten three sponges. Sprinkle each with one kind of seed. Set them in saucers of water. Observe their differences as seeds sprout and grow.

Grow radish plants in two containers for about a week. Stop watering one. Observe that the plants in this container soon die.

Grow radish plants in two separate containers. Water both, but keep one in a dark closet, one in sunlight. Observe that the one in the dark will die.

Grow ten or more plants in one very small container, and one in another. Observe that the ten plants crowd each other and do not grow as tall as the single one.

Save seeds of the pumpkin used for the jack-o-lantern Allow these to dry thoroughly so that they will not spoil. In the spring, give each child one or two to plant in a small container - a paper cup or the bottom of a milk carton. Place in sunlight, water, and enjoy watching them grow. When weather is favorable, encourage each child to take his plant home and transplant it for his next year's jack-o-lantern. Show children how to water the plant heavily, then tear away the carton, thus not disturbing the roots. This activity is a good start in renewing interest in seeds and growing things in the spring. It is a good example of the seed cycle, as they remember their jack-o-lantern. The lesson is well worth repeating, and the children will respond nicely to a second treatment.

Different plants come from different seeds. (continued)

Understandings:

Different plants come from different seeds.

Plants need water.

Plants need light.

Plants need room to grow.

We save seeds in the autumn to plant in the spring.

What can we do with pumpkin seeds?

Activities:

Save the seeds from a Halloween pumpkin. Roast some of them with salt and butter, and eat them. Plant some unroasted seeds. This may also be done with sunflower seeds. If some children suggest that roasted seeds be planted, let them try it.

Understandings:

Some seeds are good to eat.

Pumpkin seeds will grow into plants if given the right conditions.

What care must we give a plant?

Activities:

Let the children care for a plant in the classroom. Coleus and everblooming begonias are sturdy and adaptable. Observe how the plant grows toward light. What can we do to make it grow straight? (Turn it.) In very cold weather, children should take the plant away from the window sill and move it to a warmer part of the room.

Understandings:

Plants need water to grow.

Plants grow toward the light.

Some plants are hurt by cold.

How can we make a "little world" of living things?

Activities:

A waterproof container with glass or clear plastic sides will serve as a terrarium, a place where plants and animals may live under conditions which simulate those found in nature. The bottom of the container should be covered with one inch of gravel. Spread humus or rich soil on top of this. Bury pieces of charcoal in these layers. Select plants which grow well in damp conditions - ferns, mosses, etc. - and plant them. Avoid using lichens or fungi. Rocks or pieces of bark will add to the decorative effect and supply homes for salamanders. Make a pool for animals by sinking a rust-proof dish of water into one end. Place a piece of glass on top of the terrarium, allowing a small opening for air circulation. Water will condense on the inside of the glass because the air in the terrarium is more moist than the air outside. Therefore, be careful not to overwater.

If too much moisture collects, increase the opening at the top. A simpler terrarium can be made from a large jar. A clump of turf may be used, or soil and grass seed.

Understandings:

A terrarium is a "little world" in which some plants and animals live together.

How do you take care of your pet?

Activities:

Have children describe their pets and discuss the following: How do they move? eat? drink? What care do they need? (exercising, keeping clean, checking on health) What food do they eat? What homes are best for them? Why must a dog be licensed, leashed, and muzzled? How can dogs be trained?

Encourage children to bring to school, for a day or part of a day, pets that can be handled safely. Children will play with them, feel their fur, listen to the distinctive sounds they make. Arrange a class or school pet show to display a variety of pets.

How do you take care of your pet? (continued)

Activities: (continued)

Children will imitate animal voices and motions and invent guessing games about them. Be sure that animals are in suitable cages.

Animals that hage been found suitable for the classroom are guinea pigs, rabbits, small non-poisonous snakes, turtles (other than snapping turtles), salamanders, chameleons, fish, canaries, parakeets, tadpoles, frogs and toads. For safety in handling some of the animals, gloves may be used. Before any animal is brought to school for a long visit, the class should plan carefully for it; build a classroom home for it, find out what diet it needs, provide for drinking water and other needs over week-ends and vacations.

Arrange a bulletin board showing snapshots of the children's pets. Label each picture.

Understandings:

We can enjoy our pets more if we are kind to them and give them good care.

Each kind of pet has its own needs.

All pets need air, food, water and shelter.

What birds can we find in our neighborhood?

Activities:

Take a walk to see some birds and notice what they are doing: perching, flying, calling, bathing, drinking, feeding. Look for birds' nests in the trees, but do not disturb nesting birds. The following birds are the ones most likely to be found in the city: pigeon, starling, sparrow, robin, gull, and blue jay. Children at this grade level need not identify all of them.

The children's experiences may be enriched by reading about birds and their young, especially those which children have seen in their neighborhood, and discussing the following: What do they eat? Where do they live? What do they do when we get very close to them?

What birds can we find in our neighborhood? continued

Activities: continued

How does the mother bird take care of the eggs? What sounds do birds make?

Understandings:

Many kinds of birds live in our neighborhood.

We can find out about these birds by watching them and reading about them.

How do animals protect themselves?

Activities:

On a walk, observe squirrels' teeth and claws, and their speed in running and climbing. Observe that birds fly when approached; that frogs and fish swim away. Observe that some insects curl up when threatened and that some are hard to see because of their protective coloring.

Understandings:

Some animals protect themselves by running or flying away quickly.

Some animals have sharp teeth and claws.

Some animals are hard to see.

Why do farmers raise certain animals?

Activities:

Children who have spent their vacations on farms may wish to talk about their experiences. Discuss the outstanding characteristics of farm animals and why the farmer keeps them: horses for work, cows for milk, steersfor beef, chickens for eggs and food, sheep for meat and wool, etc.

Observe and discuss how animals move; imitate or dramatize their activities.

Why do farmers raise certain animals? continued

Understandings:

Some farm animals supply us with food or clothing materials.

Some farm animals do work for us.

Animals change as they grow.

Activities:

Allow children to bring pets, and visit a farm. Observe differences between baby and mature animals.

Understandings:

Chicks change as they grow.

Chicks come from eggs.

Frogs develop from eggs.

Other animals change as they grow.

Our bodies have many parts and change as we grow.

Activities:

Using pictures, have children identify and name parts - arms, head, hair, foot, knee, and so forth.

Compare size of child's hand with teacher's or with other members of child's own family. Draw around hands, name fingers, thumb, wrist, finger nails, etc. Draw around shoes - child's own, his father's. Compare size of teacher's coat with children's.

Have children compare coat sizes by trading coats.

Draw pictures or bring snapshots of children's pets, as babies, then grown. Discuss "coats". Discuss differences in their coats in different seasons.

Draw pictures of themselves with old coat (too small), new coat (just right).

Our bodies have many parts and change as we grow. continued

Understandings:

Our bodies have many parts.

Our bodies change as they grow.

Our bodies grow.

Animals "coats" grow with them.

What sounds are made by farm animals?

Activities:

Have children imitate the moo of a cow, the whinny of a horse, the squeal of a pig, the cackle of a hen, the crow of a rooster. Sing songs, play records and use toys which reproduce noises made by farm animals.

Understandings:

Each farm animal makes its own kind of sound.

What kind of homes does the farmer give his animals?

Activities:

Observe that barns protect horses and cows from cold and storms; that chickens often live in coops, protected with wire; that pigs live in low buildings.

Understandings:

The farmer gives each animal the kind of home it needs.

How does a farmer take care of his animals?

Activities:

Make a scrapbook of farm animals, showing what they eat and where they live. Include pictures of silos holding winter food, ponds and troughs used for watering cattle, the farmer cleaning stalls.

Construct a farm in a sand-box or a large carton, using clay or cut-out animals.

How does a farmer take care of his animals? continued

Understandings:

The farmer gives his animals food, water and a clean place to live.

Which farm animals hatch from eggs?

Activities:

Show filmstrips or pictures which illustrate that animals with feathers lay eggs that hatch into baby birds; that hen eggs produce chickens - duck eggs, ducklings, etc.

Understandings:

Chicken, ducks, geese and turkeys are hatched from eggs.

Baby chicks hatch from hen eggs; ducklings from duck eggs, etc.

MACHINES :

A wheel is a simple machine.

Activites:

Turn a wagon over and have one child sit on it, while another tries to pull it. Do not do this on a polished floor. Use a gym mat, a large rug or the sidewalk (the wagon should not move, or moves only slightly). Now turn it upright, using the same children, note the ease with which child is pulled. Repeat with several children, using two at a time.

Also use a cheese or cigar box filled with stones in the same way, adding tinker toy wheels, noting the difference in the way the box moves.

Have children bring pictures of machines in use. Make large charts of these. Discuss in what way each machine helps. Test each by definition.

Understandings:

Wheels help a wagon to move easily.

Machines work for mother and father.

IX

SCIENCE EXPERIMENTS

FORMATION OF CRYSTALS

Salt Solution

To 1 cup water, add salt until no more dissolves. Heat (do not boil). Add 1 more spoon of salt. Cool. Tie string to pencil. Immerse pencil in solution and place where it will not be moved.

Sugar

1 c. sugar - 1/2 c. water. Boil water. Add sugar. (as above)

Crystal Garden

Bricks - salt (4 T) Bluing (4 T) Water (4 T) Ammonia (1 T) Coloring optional.

MAKE BUTTER (as climax of farm unit)

As follow-up, children can draw picture of how they made butter and dictate a story for teacher to print. They may take a mimeographed story home.

Equipment:

Large bowl
Egg beater
Large spoon
Plate - knife

Ingredients:

1 pt. whipping cream

1/2 tsp. salt

Place cream in bowl and each child has a turn to beat the cream. (Teacher should hold bowl.) When butter forms, press remaining liquid from butter. Wash butter until water is clear. Add salt and mix. Children can spread butter on crackers and eat. Some will enjoy drinking the buttermilk that is remaining.

SOUNDS CAN TRAVEL

Child knocks on the door. (Sound travels through the air)

Scratch with fingernail on the under surface of a table. (Sound travels through wood)

Discuss how sounds travel through water when swimming. If aquarium is available, observe the reaction of fish when child knocks on glass.

X

NUMBER ACTIVITIES

Concepts

Many arithmetical concepts may be informally introduced. Some of the number experiences included are: counting, comparisons of large and small, distinguishing such shapes as circles, triangles, cubes, squares; learning the concept of fractional parts such as a part of, less, more, much, some, a little; understanding spatial relationships -- such as far, near, high, low, in, under, over; knowing that the clock measures time; the calendar, weeks and months; discriminating between heavy and light; becoming familiar with money values - penny, nickle, dime, quarter, dollar.

Activities

Old Woman in the Shoe

Draw and mount a large shoe with a little chimney on toe. This is the old lady's shoe. Cut off heads of paper dolls (5 boys and 5 girls) and mount on cardboard, leaving tab ends. On the shoe, cut 10 slots. Play game like this: the old woman who lived in the shoe has how many children? (child counts children put in slots) Perhaps 8 are counted. How many boys? How many girls? Add more or take some away as some come home, or as some go out to play, or some must go to school.

Number Fishing

On the floor lay blue construction paper to resemble a lake. Cut out colored fish and put paper clips on mouths. With "fishing rod" (a magnet tied at the end of a string) let children fish, asking for 3, 4 or 5 fish. Children count as fish are caught. Later, numbers from one to ten can be written on the fish, and as the child fishes one out, if he recognizes the number, he may fish again.

Activities continued

Scramble

Write numbers from 1 - 10 on board. Ask a child to go up and erase certain ones.

or

Write numbers on cards; scramble them up and ask the child to place cards in order.

Observing Size

Use five boxes, each bigger than the one before. Nested boxes require accurate discrimination, and are self-correcting. Ask child which is smaller - smallest, etc.

Number Games

Have numbers from 1 - 10, mixed up on a flannel board. Child is asked to "go shopping" and bring back a certain number. If correct number is found, he may choose the next "shopper."

Number Finger Plays

When I run and jump and play
I get thirsty every day,
So I run to the kitchen sink,
Turn on the water, and get a drink.
One glass, two glasses, three glasses, four.
And when I get thirsty I'll drink some more.

Cluck-cluck-cluck, says Mother Hen, to her baby chickens ten.
Count with me and we shall see, if you and Mother Hen agree:
1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10.

Balloons

Eight balloons, I'll sell them to you,
Red and yellow, green, and blue,
Orange ones and brown ones and purple ones too,
And here are the black ones,
I'll sell them to you.
Who will buy my blue balloons?
As blue as the heaven.
Take it away, and now there are seven,
Who will buy my brown balloon?
Brown like the sticks.
Take it away, now there are six.
Who will buy my red balloon?
A color so alive.
Take it away, now there are five.
Who will buy my purple balloon?
There are not many more.
Take it away, now there are four.
Who will buy my green balloon?
Green as a tree.
Take it away, now there are three.
Who will buy my orange balloon?
Orange is good for you.
Take it away, now there are two.
Who will buy my yellow balloon?
Yellow as the sun.
Take it away, now there is one.
Who will buy my black balloon?
Now we are done.
Take away black, now there are none.

Five Little Goblins

Five little goblins - funny little men,
Waiting for the witch to come to the glen.

Five little goblins - suits alike they wore--
One ran off to find the witch, then there were four.

Four little goblins - mysterious as could be --
One said, "Watch me disappear," then there were three.

Three little goblins said, "Come, let's play peek-a-boo,"
One said, "I will hide away," and then there were two.

Five Little Goblins continued

Two little goblins having lots of fun--
One lost his way and then there was one.

One little goblin said, "Away I'll run
To find the other little men." Then there were none.

Along came an old witch, flying through the air,
"I cannot find my goblin men - I've looked everywhere."

Back came the goblins to the forest glen -
First one, then two, then three, then four, then five little men.

Five Little Witches

Five little witches on Halloween night,
Set out by themselves to give people a fright.
With brooms in their hands, they knocked on a door.
One flew away and then there were four.
Four little witches, as brave as could be,
One flew away and then there were three.
Three little witches all said "Boo."
One flew away and then there were two.
Two little witches decided to run.
One ran away, and then there was one.
One little witch thought, "This is no fun."
She flew away, and then there was none.

Five Little Bells

Five little bells, hanging in a row,
The first one said, "Ring me slow,"
The second one said, "Ring me fast,"
The third one said, "Ring me last,"
The fourth one said, "I'm like a chime,"
The fifth one said, "Ring me at Christmas time."

Five Little Valentines

Five little valentines were having a race,
The first little valentine was frilly with lace,
The second little valentine had a funny face,

Activities continued

Five Little Valentines continued

The third little valentine said, "I love you,"
The fourth little valentine said, "I do too."
The fifth little valentine was sly as a fox,
He ran the fastest to your valentine box.

Five Fat Piggies

5 fat piggies,
Squawling for their dinner,
1 didn't get any,
So he became thinner.

4 fat piggies,
In the mud they rolled,
1 got too wet,
And caught a little cold.

3 fat piggies,
Sleeping in the hay,
1 wasn't tired,
So he ran away.

2 fat piggies,
Saw a bumblebee,
1 of them was stung,
On his left hind knee.

1 fat piggy,
Lonesome for his brother,
Trotted to the pig pen,
And there he found his mother.

The Farm

I work in my garden, plant seeds in a row -
The rain and the sunshine will make them grow.
Sometimes the weather is too dry and hot.
I sprinkle the earth with my watering pot.
The roots push down, the stemps push up -
My blossom has opened, a pretty buttercup.

Two Little Mice

Two little mice sat on the ice, (fists side by side, thumbs up)
To see if they would freeze,

Two Little Mice continued

And one began to look around, (wiggle one thumb)
And one began to sneeze. (wiggle other thumb)
They jumping and ran into the barn. (Throw fists apart and put thumbs inside.)
And hid behind the hay,
And said it would be best to wait,
Until a warmer day.

Five Easter Bunnies

There was one Easter bunny with nothing to do,
Along hopped another, and then there were two.
"We must find some Easter eggs, can't you see?"
Another heard them talking, and then there were three.

"Have you looked closely behind the barn door?"
Asked another bunny, and then there were four.
Four Easter bunnies so glad to be alive,
Found eggs and another bunny, and now there are five.

Now they have something very special to do.
They're scampering off to hide eggs for you.

The Bumblebee (sing to the tune of "Arkansas Traveler")

I'm bringing home a baby bumblebee (hands together, bee inside)
Won't my mommie be so proud of me,
Oh, I'm bringing home a baby bumblebee,
Buzzie - buzzie - buzzie (hold hands to ear)
Ouch - he stung me. (let hands fly away from ear quickly.)

XI

FINGER PLAYS

In teaching finger play, better results are achieved if the group has some type of preparation for the topic or subject of finger play to be presented. For example, if a snow jingle is to be learned, activities and conversation concerning snow should be pre-runners to develop interest in the snow finger play to be learned. Pictures of snow scenes may be shown.

When sufficient interest has been stimulated, the teacher or leader may say the jingle over once or twice. The third time, the finger actions may be added.[1]

The Squirrels

These are the brown leaves fluttering down,
And this is the tall tree, bare and brown;
This is the squirrel with eyes so bright,
Hunting for nuts with all his might.
This is the hole where, day by day,
Nut after nut he stores away.
When winter comes with cold and storm,
He'll sleep, curled up all snug and warm.
(Left hand is the tree; right hand the squirrel).

Turkey

There's a big fat turkey on Grandfather's farm,
Who thinks he's very gay.
He spreads his tail into a great big fan,
And struts around all day.
You should hear him gobble at the girls and boys,
He thinks he's singing when he makes that noise.
He'll sing his song a different way on Thanksgiving day.
(Use fist for body, and thumb for head. Spread fingers on other hand for tail. Wiggle tail while strutting. Wiggle thumb for gobble. Make axe of tail hand and chop off head.)

Down the Chimney

Down the chimney dear Santa Claus crept,
Into the room where the children slept.
He saw their stockings hung in a line,
He filled them with candy and goodies fine.

1 Finger Play Time, by Francel Lyons

2

Down the Chimney continued

Although he counted them -- 1, 2, 3,
The baby's stocking, he could not see.
"Ho, ho," said Santa Claus, "This won't do."
So he popped her present right into her shoe.

Firemen

Ten Brave Firemen
Sleeping in a row.
Ding Dong goes the bell
Down the pole they go.
Jumping on the engine
Oh! Oh! Oh!
Putting the fire out
Sh-Sh-Sh-
Home so slow -
Back to bed again
All in a row.

A Finger Play Bedtime Story

This little boy is going to bed, (first finger of right hand in palm of left hand)
Down in the pillow he lays his head, (thumb of left hand is pillow)
Wraps himself in the covers tight, (fingers of left hand closed)
This is the way he sleeps all night, (close eyes, lay head on folded hand)
Morning comes, he opens his eyes.
Back with a toss the cover flies (fingers of left hand open)
Up he jumps, is dressed and away (right index finger up and hopping away)
Ready for fun and frolic all day.

My Little Kitten

My little kitten ran up a tree (fingers running up arms)
And sat on a limb and looked at me. (hand rest on opposite shoulders)
I said, "Come Kitty," and down he ran (fingers run down arm)
And drank all the milk (hand cupped - index finger drinks)
I poured in his pan.

Scarecrow

Scarecrow, scarecrow, turn around -
Scarecrow, scarecrow, jump up and down -
Scarecrow, scarecrow, touch the ground.
Arms up high - then wink one eye.
Bend your knees and flap in the breeze
Nod your head - and climb into bed.

Five Polar Bears

Five little polar bears
Playing on the shore.
One fell in the water,
Then there were four.
Four little polar bears
Swimming out to sea
One got lost
And then there were three.
Three little polar bears said,
"What shall we do?"
One climbed an iceberg,
And then there were two.
Two little polar bears
Playing in the sun.
One went for food,
And then there was one.
One little polar bear
Didn't want to stay.
He said, "I'm lonesome."
And swam far away.

New Shoes

New shoes in the spring time,
New shoes in the fall,
When _____(name)_____ has new shoes,
We all like to call,
"Happy, happy new shoes, _____(name)_____,
Happy, happy new shoes."

Easter Rabbits

Five little Easter rabbits, sitting at the door;
One hopped away, then there were four.
(Refrain)
Hop, hop, hop, hop. See how they run:
Hop, hop, hop, hop. They think it great fun.
Four Little Easter rabbits sitting under a tree;
One hopped away, then there were three.
(Refrain)
Three little Easter rabbits looking at you;
One hopped away, then there were two.
(Refrain)
Two little Easter rabbits sitting in the sun;
One hopped away, then there was one.
(Refrain)
One little Easter rabbit left all alone;
He hopped away, then there were none.
Hop, hop, hop, hop, all gone away;
Hop, hop, hop, hop, they'll come back some day.

Sled Riding

I button up good, and I pull on a glove.
I sit on my sled, and I give it a shove.
The snow stings my face and the wind whistles shrill,
As I'm on my sled, flying zip down the hill.
(Left hand is the sled; right hand is you)

Christmas Tree

Here is a Christmas tree loaded with toys
For good little girls and good little boys -
Here is a ball to bounce on the ground -
Here is a hammer to pound and to pound -
Here is an airplane, all painted red
And here is a cradle--the dolly's new bed.

Ten Tiny Reindeer

Ten tiny reindeer ready to go; (dance fingers and thumbs on table)
Ten tiny reindeer pawing on the snow.
Rudolph has a shiny red nose; (wave right thumb in the air)
He decides which way the sleigh goes.

Ten Tiny Reindeer continued

Dasher and Dancer paw with their hoofs; (tax index finger on table)
They're in a hurry to get to the roofs.
Prancer and Vixen hold their antlers high; (hold middle finger in air)
At Santa's signal, they're ready to fly.
Comet and Cupid patiently stand; (rest ring finger on the table)
They're the quietest of Santa's band.
Donder and Blitzen jingle bells today, (wave little fingers in the air)
"Children, listen, Santa's on the way."
And who should be bringing up the rear (hold up left thumb)
But number ten, a tiny new reindeer!

The Baby Robins

A robin built a little nest, (cup hands to form nest)
And laid four tiny eggs of blue. (use thumb and index finger to show eggs)
The mother kept the eggs really warm (left hand over cupped right hand)
And God was watching, too.
Then crack and pop. The blue eggs broke. (take left hand off quickly and snap thumb and index finger)
And snuggled in the robins' nest (cup hands for nest)
Were four small birds with mouths so big. (hold up four fingers and then show big mouths with thumb and index fingers)
And each had fuzz upon his chest. (put hand on chest)

XII

CHORAL SPEAKING

Choral speaking is a most valuable technique in the field of speech improvement and speech correction. It can also be used as a means for alleviating emotional problems as well as for improving and correcting speech. More important, children enjoy and have fun participating in choral speaking.

A child from a home where a foreign language is spoken or a child who stutters is aided in overcoming a handicap which may prevent a satisfactory school life by participating in choral speaking. The opportunity to speak in unison enables the child to develop poise and confidence in himself. He is better prepared for solo work, either with the group or in sharing activities in the room.

(Adapted from - Talking Time by Scott and Thompson: Webster)

Now it's Time to Rest

Now it's time to rest,
Like robins in the nest.
Tuck their heads beneath their wings,
Close their eyes to everything,
Now we rest, now we rest.

The sun's a light that lights the day,
And when it's night, it goes away,
The moon's a light that lights the night,
And when it's day, it's out of sight.

After a Bath

After my bath
I try, try, try, try
To wipe myself
Till I'm dry, dry, dry.

Hands to wipe
And fingers and toes
And two wet legs
And a shiny nose.

Just think how much less time I'd take
If I were a dog and could shake, shake, shake.

Soap Bubbles

I blew soap bubbles one bright day
They sailed and sailed - far, far away,
They floated across clear skies of blue -
Mr. Man in the Moon - did they float to you?

Fuzzy Wuzzy, Creepy Crawly

Fuzzy Wuzzy, creepy crawly
Caterpillar funny
You will be a butterfly
When the days are sunny.

Winging, flinging, dancing, springing
Butterfly so yellow,
You were once a caterpillar
Wiggly, wiggly, fellow.

The World

Great, wide, beautiful, wonderful world,
With the wonderful water round you curled,
And the wonderful grass upon your breast,
World, you are beautifully dressed.

The Goblin

High: - A goblin lives in our house, in our house, in our house.
A goblin lives in our house all the year round.

Low: - He bumps and he jumps
And he thumps and he stumps.

Medium: - He knocks and he rocks
And he rattles at the locks.

High: - A goblin lives in our house, in our house, in our house,

All: - A goblin lives in our house
All the year round.

Clickety - Clack

Clickety-clack, clickety-clack
Hear the train go over the track.
Over the track it puffs along,
Singing its clickety-clackety-clicking song.

Over a bridge and up a hill,
Past a town and past a mill,
Past a mill and the miller man
Clicks the train as fast as it can.
Clickety-clack, clickety-clack,
Hear the train go over the track.

I'd Better Walk (R and Long I)

I ride on the trolly,
I ride on the train,
I ride in the sunshine,
I ride in the rain.

I ride in an auto, I ride on my bike,
I ride in my wagon with Bobbie and Mike.

I ride on my kiddy-car
Morning and noon;
If I had an airship, I'd ride to the moon.

I'd better go walking
To see how it feels;
Or my poor lazy feet
May turn into wheels.

Snowflakes

Child: Little white feathers
Filling the air --
Little white feathers
How come you there?

Snowflakes: We come from the cloud birds
Flying so high
Shaking their white wings
Up in the sky.

The Ducks

Flip Flop, Flip Flop
They're marching in a row.

Flip Flop, Flip Flop
A swimmin' they all go.

Splish Splash, Splish Splash,
They dive and swim about.

Then - Pflot, Pflot, Pflot, Pflot,
They shake the water out.

Fairy Shoes

All: The little shoes that fairies wear are very small indeed.
Boys: No larger than a violet bud
Girls: As tiny as a seed.
Boys: The little shoes that fairies wear are very trim and neat,
Boys: They leave no tracks behind for those who search along the street.
Girls: The little shoes of fairies are so light and soft and small
All: That though a million pass you by, you would not hear at all.

Little Gray Mouse

Chorus: Dickery, Dockery, little gray mouse;
Back in the cupboard, all over the house.

Light voices: Hickery, dickery, go where you please!
Sniffing and snuffing, searching for cheese.

Chorus: Squeakery, sneakery, slipping about!
Haste to the pantry! Everyone's out.

Light voices: Creeping and peeking, like a wee elf;
Nibbling the cookies up on the shelf.

Chorus: Playing and straying, Hark! What was that?
Scurry and Flurry! Here comes that Cat!

Five Little Chick

Solo: Said the first little chicken
With a queer little squirm
Group: I wish I could find
a fat little worm!

Solo: Said the next little chicken
With an odd little shrug
Group: I wish I could find
A fat little bug!

Solo: Said the third little chicken
With a small sigh of grief
Group: Oh, I wish I could find
A green little leaf !

Solo: Said the fourth little chicken
With a sharp little squeal
Group: Oh, I wish I could find
Some nice yellow meal!

Solo: Said the fifth little chicken
With a faint little moan
Group: Oh I wish I could find
A wee gravel stone!

Mother: Now see here, said the mother from the green garden patch
If you want any breakfast, you just come and scratch

The Worm

When the earth is turned in spring
The worms are fat as anything.

And birds come flying all around
To eat the worms right off the ground.

They like worms just as much as I
Like bread and milk and apple pie.

And once, when I was very young,
I put a worm right on my tongue.

I didn't like the taste a bit,
And so I didn't swallow it.

But oh, it makes my mother squirm
Because she thinks I ate that worm!

Mister Carrot

Nice Mister Carrot
Makes curly hair,
His head grows underneath the ground
His foot up in the air.

And early in the morning
I find him in his bed
And give his feet a great big pull
and OUT comes his head!

XIII

GAMES

Large space is certainly an asset to the physical activity program. You have none? What about the corridors, the lunchroom, the stage, or the special activity room? These, too, are lacking? There is always your classroom. If it has movable desks, it lends itself easily to a variety of activities. Stationary desks make conditions less adaptable but, even under such conditions, there are many activities which can be conducted successfully.

Cowboys and Indians (Play in a large room.)

Girls pretend they are Indians and they line up at one end of the room. Boys pretend they are Cowboys and they line up at the other end of the room. Boys lay head on hands and "go" to sleep. Girls slip up on the boys -- teacher then tells the Cowboys to wake up, the Indians are coming, then the boys chase the girls to their line. Any girl that is caught becomes a Cowboy and joins the boys' line. Repeat the procedure again.

Little Sally Saucer (Circle Game)

One child in center is "Sally." Group joins hands and circles, while chanting, "Little Sally Saucer, sitting in the water; Rise, Sally, rise; wipe out your eyes. Turn to the East. Turn to the West. Turn to the one that you love the best." (Actions appropriate to the words.)

Mum (The quiet game)

This is a splendid game for quieting the children after a period of lively activity; it teaches them to walk softly on the soles of their shoes, instead of the exaggerated tiptoe, and also to shake hands properly. The children are seated in a circle, either on the floor or on chairs. The one chosen stands in the center and beckons to some child in the cirle, who is supposed to walk to the center without noise, ar shake hands with him. If he does so to the satisfaction of the one who beckons, he, in turn, is permitted to beckon to some other child, while the first one returns to the circle as quietly as he came; and so on until all have a turn. If a child is noisy about coming, he is signaled to return to his seat, and someone else is chosen. No talking is allowed during this game.

Mum (continued)

The game may be played by having each child face outward away from the center of the circle, when he returns to his place in the circle. When all are facing outward, the last child to be in the center acts as a leader and winds the circle around until all are facing the center of the circle.

Squirrel and Trees (an active game)

Schoolroom or playground (10-60 players)

The players stand in circle formation in groups of three. Two players of each group face each other, grasping arms to represent a tree with a hollow trunk. The third player stands inside the hollow (the squirrel's home). One player is chosen to be "it" (squirrel without a home), and stands in the center of the circle. The teacher blows a whistle (the blowing of the wind), or claps her hands, which is a signal for all squirrels to change places. The squirrel in the center tries to get a home, and the one who is left without a home is "it" for the next time.

The players who are trees should be changed about so they all will get a chance to run.

Lost Child

This is another good classroom game. One child leaves the room. Another child hides, others change seats in the classroom. The one that returns is to guess who is missing.

Little Dog, Your Bone is Gone

Informal grouping on floor. One child, "the dog" sits on chair with back to group. She "hides her bone" (an eraser) under her chair. Child from group "steals" the bone. All hide hands behind them. Child with bone says "Little Dog, little dog, your bone is gone." Child in chair guesses who has her bone. Child who now has the bone becomes new dog, hides bone under chair. Old "dog" chooses new child to "steal" bone and game proceeds. (Substitute some other word for "steal" if you can think of one.)

Squirrel and Nut

Children stand in a circle with hands behind in form of "cup." The "squirrel" drops the nut (any small article) into the hands of any child. That child tries to catch the squirrel who is safe by reaching the place left vacant. If caught, he enters the "mush pot" where he remains until another child is caught, and then he takes his place in the circle. The other child becomes the squirrel. Game begins again.

What is Game

Place objects or colors in a row. One child leaves the room and another child is chosen to take one object or color from the row. The child re-enters the room and guesses what is gone.

This game may also be played by having a child rearrange the objects and when the child re-enters the room, he tries to rearrange the objects as they were originally. (Can be used with numbers)

Peter Rabbit and Mr. McGregor

Children are seated in circle. Two balls are provided, one named Peter Rabbit and the other Mr. McGregor.

Peter Rabbit is started around circle by being passed from hand to hand, followed directly by Mr. McGregor, who tries to catch Peter Rabbit.

Game ends when Peter safely reaches the hands of the child who started him out, or when Mr. McGregor overtakes him, or if Peter is dropped during the game.

XIV

EQUIPMENT AND SUPPLIES

INSTRUCTIONAL EQUIPMENT

Abacus (2 small size per room)
Ball, 11 in. diameter (1 per room)
Beads (4 boxes per room)
    Large beads, small beads
Blocks, Big (1 box per room)
Blocks, Cubical (1 box per room)
Broom
Clock face (1 per room)
Desk Bell (1 per teacher)
Dominoes (giant)
Drum
Easel (1 per room)
Flannel Board
Flannel Board Cut-outs
Globe (1 for every 4 rooms) 14"
Hammer Nail Set (6 per room) J.K. Gill
Jump ropes
Kinder-City
Laces
Lacing Shoe
Landscape Peg Set
Lincoln Logs
Magnet
Microscope
Magnifying glass
Paint Brushes (size 3)
Paper Punch, Large hole (1 per room)
Peg Boards: Large Board, large pegs
            Small Board, small pegs
Pencil Sharpener
Pointer, rubber tip
Puzzles (not more than 18 pieces each) (12 per room)
Puzzle Cabinet
Record Player
Rhythm Band Instruments (1 set per room)
Scissors: Blunt, sharp, large size (1 per teacher)
Sponges, 4" x 6" x 2" (4 per room)
Stapler
Thermometer
Toy Telephone (2 per room)
Waste Baskets

BUILDING EQUIPMENT

Aquarium
Butcher Paper Holder
Gun Stapler
Paper Cutter
Piano
Screen
Strip Film Projector (1 for every 4 rooms)

SUPPLIES

Chalk
Clay
    Plasticene
    Powder Clay (Mexican)
Crayons, large size
Masking Tape
Paint
    Finger Paint
    Tempera
Paper
    Manila, 12 x 18
    Newsprint, 18 x 36
    Construction, 12 x 18
    Butcher paper
    Wrapping paper, brown
    Crepe
    Tag Board
Paper Clips
Paper Fasteners
Paste
    Wheat paste (1 lb. per room)
    Paste (3 quarts per room)
Pencils, large size
Pins, straight
Scotch Tape
Store String
Thumb Tacks

XV

RECORDS

(Bowmar Records, 4921 Santa Monica Blvd., Los Angeles 29, California)

More Singing Fun, Album	$6.95
Singing Fun, Album	$6.95
Fun with Music	$6.95
Nursery and Mother Goose Songs	$4.95
Little Favorites	$4.95
Holidays and Seasons Album	$6.95
Home, Neighborhood and Community Album	$6.95
Meet the Instruments, Set	$19.75
Play Party Games No. 1	$5.95
Play Party Games No. 2	$5.95
Rhythm Time	$5.95
Holiday Rhythms	$5.95
Singing Games No. 1	$7.75
Singing Games No. 2	$7.75
Singing Games and Folk Dances No. 3	$7.75
Folk Dances No. 4	$7.75
Favorite Songs, No. 1	$5.95
Favorite Songs, No. 2	$5.95
Sousa Marches	$5.95
Children's Songs of Mexico	$5.95
Kindergarten Album No. 1	$4.95
Kindergarten Album No. 2	$4.95
Book	$4.67
Listening Time No. 1	$5.95
Listening Time No. 2	$5.95
Listening Time No. 3	$5.95
Story Pictures	$1.25

(J. K. Gill & Co., Portland, Oregon)

Circus Comes to Town YPR 713	$1.24
Do This, Do That CRG 1040	$1.24
Eensie, Beensie Spider CRG 1002	$1.24
Daddy Comes Home CRG 1018	$1.24
I'm Dressing Myself YPR 803	$1.24

Listen & Do, American Book Co. Each Vol. $3.75

- Vol. 1 Ginger and Josh / The Friendly Train
- Vol. 2 Handsome Scarecrow / The Little Clown
- Vol. 3 Panda Balloon / Joco, the Dancing Monkey
- Vol. 4 Work and Sing; Play and Sing / My Shadow

(J. K. Gill & Co., Portland) Records continued

Let's Be Firemen CRG 1024	$1.24	
Little Fireman YPR 615	$1.24	
Little Indian Drum YPR 619	---?	
Let's Be Policemen YPR 3401	$1.24	
My Playmate, the Wind YPR 4501	$1.24	
My Playful Scarf CGR 1019	$1.24	
Nothing To Do CGR 1012	$1.24	
Peter the Pusher YPR 3405	$1.24	
Phoebe James Creative Rhythms		
AED 2 Free Rhythms	$3.00	
AED 3 Animal Rhythms	$3.00	
AED 6 Trains	$3.00	
AED 10 Indian Dance and Drum Beats	$3.00	
AED 13 Farm Animals	$3.00	
AED 14 Christmas Rhythms	$3.00	
AED 15 Halloween Rhythms	$3.00	
Rainy Day YPR 712	$1.24	
Sunday in the Park CRG 1010	$1.24	
Train to the Farm CRG 1011	$1.24	
Train to the Zoo CRG 1001	$1.24	
Three Little Trains YPR 809	$1.24	
Visit to My Little Friend CRG 1017	$1.24	
Hokey Pokey Bunny Hop Capitol 2427	$1.15	
RCA Victor Folk Dance Series		
45-6176 Crested Hen, Chimes of Dunkirt		$1.15
45-6172 Seven Jumpa, Bingo		$1.15
Indian Album RCA Victor E 89	$4.98	
Mother Goose Play Songs RCA Victor	$6.49	
One to Ten--Frank Luther Decca K 122	$1.15	
Paw Paw Patch--Burl Ives Decca K 122	$1.15	
Punky Punkin Wobblin Goblin--Rosemary Clooney Columbia J 86	$1.15	
Our Singing World, Kindergarten Album K	$6.00	
Jingle Bells and Other Songs for Winter Fun YPR 718	$1.24	
Alaska's Flag		

XVI

BOOKS

ALASKA BOOKS

Bannon - Red Mittens - Houghton
Borg, I. P. - Paorak - The White Reindeer - Frederick Warne & Co., N. Y.
Bright, Raymond - Mr. and the Bears - Doubleday - $1.50
Creekmore, Raymond - Lokoski - Macmillan - $2.00
DuBois, W. P. - Bear Party - Viking - $2.00
Flack, M. - Ask Mr. Bear - MacMillan - $2.00
Hader, B. H. - Big Snow - MacMillan - $2.75
Hogan, Inez - Twin Seals - E.P. Dutton & Co., Inc., N.Y.
Jackson, Kathryn - The Little Eskimo - Simon & Schuster Inc. - $1.55
Krasilovsky, Phyllis - Benny's Flag - World - $2.50
Lange, Ann - The Eskimo Store - Albert Whitman & Co., Chicago - $1.75
Littlefield, Sara - Hello Alaska - Whitman
Machetanz, Sara - A Puppy Named Gih - Chas. Scribner's Sons, N. Y. - $2.75
Minarek, Else Holmelund - Little Bear - Harper's - $3.25-$2.50
O'Neil, Hester - The Picture Story of Alaska - McKay - $3.95
Schleim, M. - Deer in the Snow - H. T. Wilson Co.
Shannon, Terry - Kidlik's Kayak - Whitman - $2.75
True, Barbara and Henry, Marguerite - Their First Igloo - Albert Whitman & Co.
Ward, L.K. - The Biggest Bear - Houghton - $2.75
Weig, Hanna - The Tale of Tiny Tulak - J.B. Lippincott - $1.25

SCIENCE BOOKS:

Aldis, Dorothy - Everything and Anything - Putnam - $2.50
Blough, Glenn - Not Only for Ducks - McGraw - $2.50
Fenton and Fenton - Our Changing Weather - Doubleday - $2.50
Freeman, Mae and Ira - Your Wonderful World of Science - Random - $1.95
Friskey - True Book of Air Around Us - Grossett - $2.00
Hastings - About All Kinds of Days - Melmont - $2.50
Huntington, Harriet - Let's Go Outdoors - Doubleday - $3.00
Lenski, Lois - I Like Winter - Walck - $1.75
Lenski, Lois - Spring is Here - Walck - $1.75
Lenski, Lois - Now it's Fall - Walck - $1.75
Ponderdorf - True Books of Seasons - Grosset - $2.00
Schneider, Herman - Everyday Weather and How it Works - McGray - $3.00
Tresselt, Alvin - Johnny Mapleleaf - Lothrop - $2.75

Williams, Mary - Pitter, Patter, Round About - Vantage = $2.00
Row Peterson Books - Basic Science Education Series
(On adopted textbook list for Elementary Schools)

Animals Round the Year
Birds in Your Backyard
Clouds, Rain and Snow
Fall is Here
Leaves
Pebbles and Sea Shells
Pet Show, the
Plants Round the Year
Spring is Here
Summer is Here
Watch Them Grow Up
Winter is Here

XVII

FILMS AND FILMSTRIPS

(From Herbert M. Elkins Co., 10031 Commerce Avenue - Tujunga, Calif.)

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Mean Old Elephant	26
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